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BOOK 1
THE DAYS AT HOME

**PROGRESSIVE LESSONS FOR LANGUAGE
RETRAINING by Frieda Decker
illustrated by Veronica Karp**

HARPER & BROTHERS, Publishers, New York

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BOOK 1

THE DAYS AT HOME

Progressive Lessons for Language

Retraining

Frieda Decker

illustrated by Veronica Karp

HARPER & BROTHERS Publishers, New York

Progressive Lessons for Language Retraining,
Book 1: The Days at Home

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Plan of General Treatment

The four workbooks forming Progressive Lessons for Language Retraining are an attempt by an aphasia speech therapist to help other similar speech therapists to accomplish rehabilitative speech goals with their expressive aphasic patients. The workbooks contain reality events. The four workbooks are built around the same subjects throughout in order to rebuild vocabulary gradually, to retain unity, and to enable the patient to participate emotionally.

The central subject is the "Day Family" and the workbooks take the family through the following experiences:

- Book 1. At Home
- Book 2. Shopping
- Book 3. Taking a Trip
- Book 4. Buying a House

The life situations that were selected for presentation in the workbooks are of a type familiar to the patient by virtue of daily or other periodic occurrence in the patient's pretraumatic experiences. These selected experiences are intended to stimulate the recall of the experience itself and the speech patterns ordinarily evoked by such experiences. Each lesson is structured to contain as extensive an experience of adult reality as is possible with a limited vocabulary.

The speech therapist introduces each lesson by setting up a therapeutic theater in the tradition of psychodrama. The therapist explains to the patient that he will assume a role, and

he assigns the other life role to the patient. The assigned role is akin to the role that the patient had in reality.

Each lesson contains two roles: one female and one male. The patient is to assume the role of his own sex. If the patient is a male, in the role-playing he becomes Mr. Day; if the patient is a female, her role is Mrs. Day. Because the therapist continually supports the patient in his realization that he was this kind of self in this kind of interpersonal relationship, he or she takes on the supporting role, even if it means that a female therapist becomes Mr. Day. In other words, it is desirable for the therapist to be the one to shift life roles.

Our goal is for the patient to reenact his pretraumatic experiences so as to reintegrate his present disorganization. He should recall the identity that he had in the past in order to help him master the unreality of his present situation. Each therapeutic speech lesson in the form of dramatic role-playing demonstrates to the patient his identity; the person that he was, the things that he did day after day, the reality that was I.

After the therapist discusses both roles with the patient—and it is not necessary to give him a long involved explanation—a copy of the workbook is given to him to keep. The book becomes the symbol of a tangible basis for restoring and rebuilding the patient's sense of reality. Here is concrete evidence of progress and pride of effort.

In order to further strengthen this sense of reality, props should be brought into each lesson and action, such as reaching for an object, washing a car, setting a table, reading a newspaper, etc., should be stressed. The patient begins to relax and feel secure in this familiar setting of practicing a life situation. Also the therapist is performing on the level of the patient in order to invite him to participate in a common past experience; thus speech becomes both an intellectual and emotional expres-

sion of reality. The patient begins to recall the experience that is being re-enacted, to re-experience the reality of it once again; as he does this it becomes possible for him to organize his present verbal disorganization into a meaningful response—meaningful in that it is directly related to the reality at hand, and the reality at hand is directly related to a past reality. The patient is pushed to an early realization that speech is probably two people talking about an experienced reality idea, such as shopping for a suit on sale.

Specific Instructions for the Use of the Workbooks

Each lesson is presented in the same order. There are no sudden and therefore no threatening surprises.

1. PICTORIAL REPRESENTATION OF THE LESSON. The component parts of the lesson are presented as a unified pictorial "gestalt." The entire reality is brought into focus and explained to the patient by the therapist in a vocabulary that is to be used in the lesson. Mental imagery, which is relatively undisturbed in the expressive aphasic, is to be stimulated in the direction of the lesson experience, and the evoked image is a part of reality which is a completed part. Before the lesson is broken down into an analysis of words and sentences, the complete reality should be experienced.

2. PRESENTATION OF THE COMPONENT PARTS OF THE "GESTALT." The key words are then presented and read in unison. This is the vocabulary. Here the real objects are introduced and matched with their names. An object has a name and there is a name for each object. It is not necessary to teach the patient every word in the sentence, in the manner that you would in teaching a child to read. The therapist is not bringing about new learning, but the recall of certain reality words like home, car, wife, and the like, for the purpose of reintegrating these previously learned words into present and acceptable language patterns.

3. PRESENTATION OF THE DRAMA. Here the role playing and

action are introduced. The parts in the text are read and reread. The patient reads his part in unison with the therapist until such time as he can read the text unaided.

4. PRESENTATION OF THE SUMMARY. The therapist and patient read the summary aloud in unison. The patient learns that reading is a symbolic description of an activity. If the patient does not join in the reading at first, go through the motions yourself. Invite him, but don't insist. He will soon join you.

5. PRESENTATION OF THE QUESTIONS. Here you try to reconstruct the ability to remember and test the comprehension of what was studied, re-enacted, and read. You ask the questions and have the patient write, depending on his writing progress, the answers in the blank spaces. It is very important that the patient respond and write at least the "yes" or "no" answer even if he is unable to complete the answer with an entire sentence. "Yes" and "no" are not just words, but represent whole ideas. If you teach a patient to say "yes" when he means "yes" and "no" when he means "no," you have him well on the road to making his wishes known. Get him to use bodily gestures, like nodding his head in agreement when he means "yes" and shaking it vigorously when he means "no." Here we also place particular stress on the construction of sentences. It is as easy for the patient to learn to say an entire sentence as it is for him to learn

to say a word, and much more meaningful. Show him how easy it is to express by repetition at first an idea in a simple subject-predicate sentence.

6. PRESENTATION OF WRITING EXERCISES. If the right hand is incapacitated, left-handed writing should begin immediately. The patient learns to write only that which he can verbalize.

First, have the patient relearn to write in large capital print, then have him learn the lower-case printed letters. These manuscript letters bear a closer resemblance to the printed letters used in reading, and will facilitate his learning to read his "role"-playing part. Later, as indicated in the workbooks, cursive capital writing and lower-case cursive can be accomplished.

7. PRESENTATION OF THE AUTOMATIC SERIES. In order to give the patient something that he can usually work on by himself, and is expected to complete by himself, series such as the alphabet and numbers are included. These he has said so many times that they have become an automatic response, such as A B C or 1 2 3. If possible, the therapist should not assist the patient beyond giving instructions and seeing that he gets started in the right direction. Let him complete the page by himself. He must begin to learn to assume the

responsibility for the completion of an assignment. This could be his homework that he would be expected to bring to the next therapy session. This also assures the therapist that he has done some review.

8. REPETITION OF THE SAME FORMAT. The same format has been repeated in each of the workbooks. The patients will thrive and gain confidence in using lesson materials when they can successfully predict the type of lesson that is going to be presented on the next page.

9. CONCLUSION. Each reality event presented in the workbooks is but a mere suggestion, or a beginning point, from which the speech therapist can expand in various directions. The extent and direction that a lesson takes will depend on the patient's interest in the subject and the speech therapist's ability to bring to the speech therapy situation supplementary materials from reality.

The workbooks can form only a part of the retaining effort with the expressive aphasic patient, and their use and timing will require professional understanding, judgment, and patience on the part of the aphasia speech therapist. The workbooks should, however, help to assure that the efforts of the therapist and patient are rewarded by progress.

Acknowledgments

I wish to thank Dr. Sedgwick Mead, M.D., Director of the California Rehabilitation Center, Vallejo, California, for her encouragement in the development, testing, and application of these lesson materials. She has created at the California Rehabilitation Center an atmosphere within a hospital situation in which the individual therapist has the freedom to develop new techniques in aphasia therapy.

I am grateful also to Dr. Leon Lassers and Dr. Gordon Low, Professors of Speech at San Francisco State College, for inspiring students to make speech a reality-centered experience, both in the classroom and in the clinic.

F.D.

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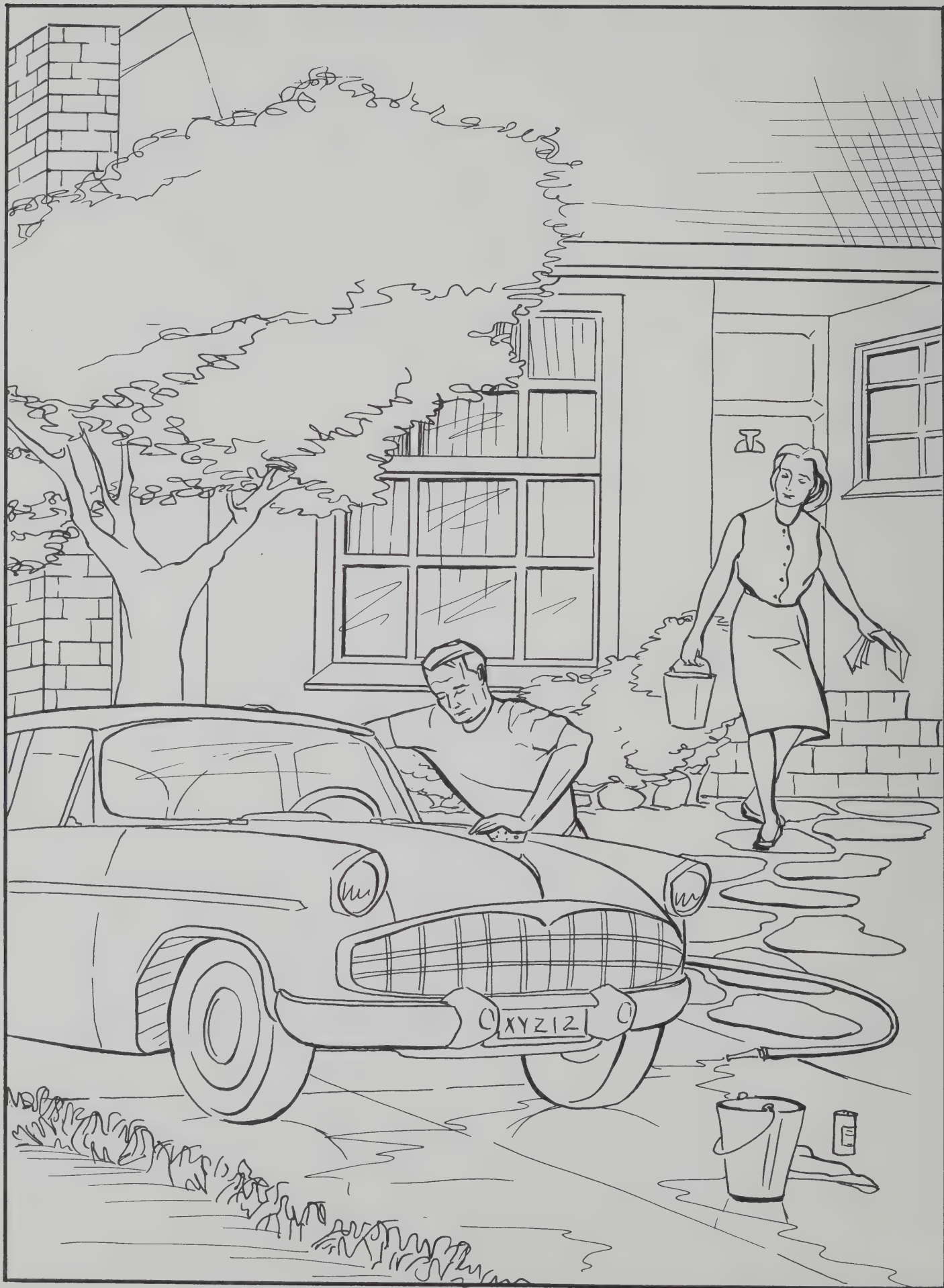
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BOOK 1. THE DAYS AT HOME

Progressive Lessons for Language Retraining

BOOK 1

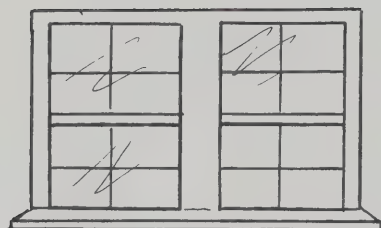
THE DAYS AT HOME



LESSON 1

WE WASH THE CAR

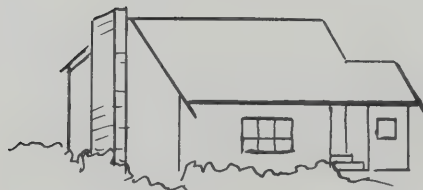
COPY THE WORDS



WINDOWS



CAR



HOME

Good morning, Betty.



Good morning, David.
What are you doing?

I want to wash the car.
What are you doing?



I want to wash the windows.
Work, work.
There's no place like home.

SUMMARY

Betty and David Day work.
They work in the morning.

Betty Day wants to wash
the windows.

David Day wants to wash
the car.

There is no place like
home for doing work.

ANSWER THESE QUESTIONS IN THE AFFIRMATIVE.

Example:

1. Do Betty and David like to work?

Yes, Betty and David like to work.

2. Do they like to work in the morning?

_____, _____

3. Does Betty want to wash the windows?

_____, _____

4. Does David want to wash the car?

_____, _____

5. Do you like to work at home?

_____, _____

1. TRACE OVER THESE WORDS.
2. SAY THEM ALOUD AS YOU WRITE.

1. WORK

2. GOOD MORNING

3. WASH

4. BETTY

5. DAVID

MATCH THE WORDS WITH THE PICTURES

EXAMPLE:

1. CAR

WINDOW



2. HOME

CAR



3. CAR

WINDOW



4. BETTY

DAVID



1. TRACE OVER THESE LETTERS.
2. COMPLETE THE PAGE.

A

B

C

D

1. TRACE OVER THESE NUMBERS.
2. COMPLETE THE PAGE.

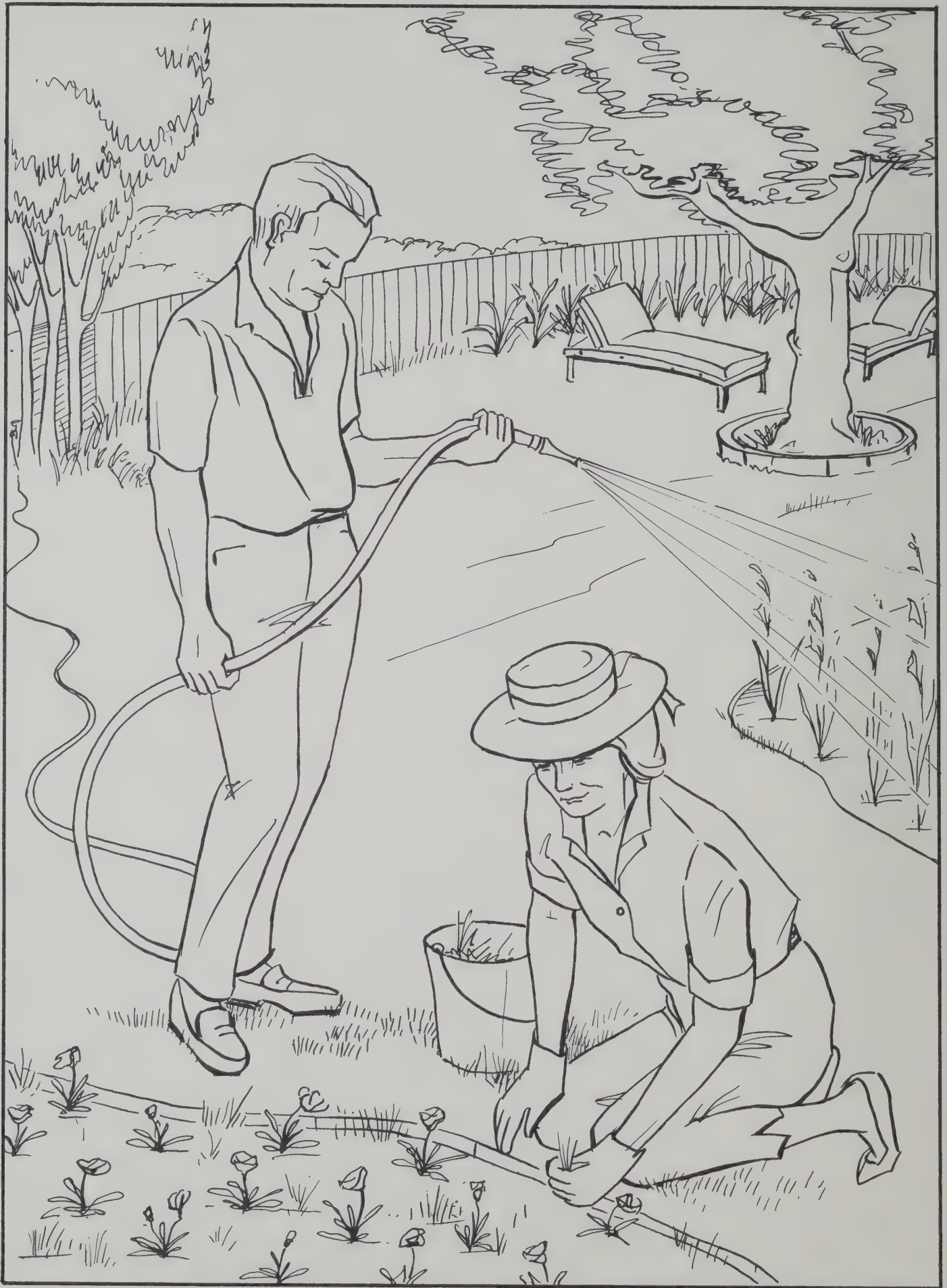
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2

3

4

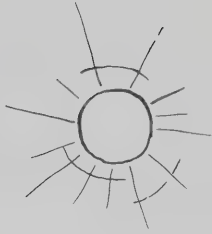
5



LESSON 2

WE WORK IN THE YARD

COPY THE WORDS



SUN

— — — — —



FLOWERS

— — — — —



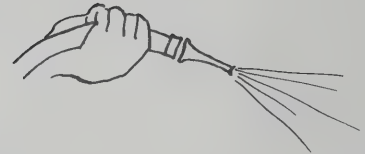
YARD

— — — — —



WEEDS

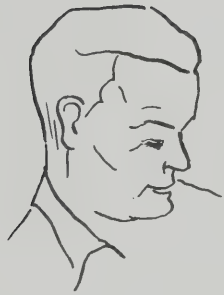
— — — — —



WATER

— — — — —

What a sunny day!



I like a sunny day.
What are you doing?

I am pulling weeds.
They are in with the flowers.



I want to water the flowers.
I like to work in the yard.

SUMMARY

It is a sunny day. Mr. Day likes the sun.

Mrs. Day is working in the garden. She is pulling weeds. The weeds are in with the flowers.

Mr. Day wants to water. He wants to water the flowers. Mr. Day likes to work in the yard.

Do you like to work in the yard?

ANSWER THESE QUESTIONS IN THE AFFIRMATIVE.

Example:

1. Is it a sunny day?

Yes, it is a sunny day.

2. Does Mr. Day like the sun?

3. Is Mrs. Day working in the yard?

4. Is Mrs. Day pulling weeds?

5. Are there weeds in with the flowers?

6. Does Mr. Day water the flowers?

7. Does Mr. Day like to work in the yard?

8. Do you like to work in the yard?

1. TRACE OVER THESE WORDS.
2. SAY THEM ALOUD AS YOU WRITE.

1. PULL

— — — —

2. DAY

— — —

3. WITH

— — — —

4. WATER

— — — — —

THE WEATHER

1. It is a sunny day.



2. It is a rainy day.



3. It is a cold day.



4. It is a hot day.



Exercise:

Fill in the correct word.

1. It is a _____ day.



2. It is a _____ day.



3. It is a _____ day.



4. It is a _____ day.



5. Today is a _____ day.

1. TRACE OVER THESE LETTERS.
2. COMPLETE THE PAGE.

E

F

G

H

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1. TRACE OVER THESE NUMBERS.
2. COMPLETE THE PAGE.

6

7

8

9

10



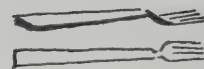
LESSON 3

WE SET THE TABLE

COPY THE WORDS



KNIFE
KNIVES



FORK
FORKS



SPOON
SPOONS



PLATE
PLATES



NAPKIN
NAPKINS

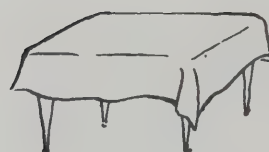


TABLE
TABLES

What are you doing?



I am setting the table.
Please help me.
You can get 2 forks and 2 knives.

I can also get the spoons and plates.
Are the napkins on the table?



Yes, dear.
Now the table is set.
When I sit down,
I like to stay down.
I do not like to get up.

SUMMARY

Mr. Day wants to help. He wants to help his wife set the table. Mr. Day gets 2 forks and 2 knives. The spoons and plates are on the table.

Mrs. Day likes the table all set. She does not want David to forget the napkins. When Betty sits down, she likes to stay down. She does not like to get up.

ANSWER IN THE AFFIRMATIVE

Example:

1. Does Mr. Day want to help set the table?

Yes, Mr. Day wants to help set the table.

2. Does Mr. Day get 2 forks and 2 knives?

_____, _____

3. Are the spoons and plates on the table?

_____, _____

4. Does Betty want David to get the napkins?

_____, _____

5. Does Betty like to stay down when she sits down?

_____, _____

ADD "S" TO MAKE MORE THAN ONE

1. FORK
FORK S

2. SPOON
SPOON

3. KNIFE
KNIVE

4. PLATE
PLATE

5. NAPKIN
NAPKIN

6. TABLE
TABLE

POSITIONS:

1. Please sit down.



2. Please get up.



3. Please lie down.



4. Please stand still.



EXERCISE:

1. Please get up.



2. Please _____ still.



3. Please ___ down.



4. Please ___ down.



1. TRACE OVER THESE LETTERS.
2. COMPLETE THE PAGE.

I

J

K

L

1. TRACE OVER THESE NUMBERS
2. COMPLETE THE PAGE.

11

12

13

14

15



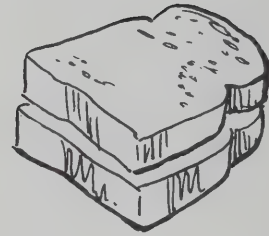
LESSON 4

WE EAT BREAKFAST

COPY THE WORDS



BREAKFAST



TOAST



BACON



EGGS



CUP OF COFFEE

Good morning.
I have a good breakfast for you.
It's on the table.



Good morning, dear.
It's 7 o'clock.
I must eat breakfast.
I am hungry.

I like bacon and eggs.
May I have a cup of coffee?



Okay.
Here is a hot cup of coffee.
Here is your toast.

SUMMARY

It is 7 o'clock in the morning.
David is hungry. He must eat his
breakfast.

Betty has a good breakfast for
David. It is on the table.

There is bacon and eggs. There
is a hot cup of coffee. There is also
toast.

ANSWER IN THE AFFIRMATIVE

Example:

1. Is it 7 o'clock?

Yes, It is 7 o'clock.

2. Is David hungry?

_____, _____

3. Is breakfast on the table?

_____, _____

4. Is there bacon and eggs?

_____, _____

5. Is there a hot cup of coffee?

_____, _____

6. Is there toast for breakfast?

_____, _____

7. Is this a good breakfast?

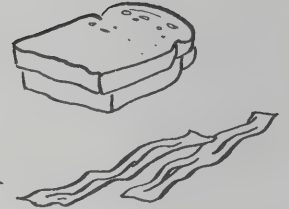
_____, _____

MATCH THE CORRECT WORDS WITH THE PICTURES

Example:

1. BACON

TOAST



2. CUP OF COFFEE

TABLE



3. EGGS

SPOON



4. BACON

KNIFE



5. FORK

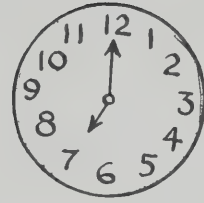
EGGS



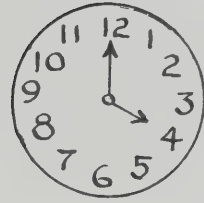
WHAT TIME IS IT?

Example:

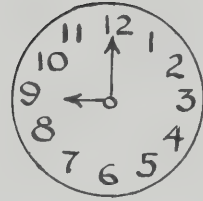
1. It is 7 o'clock.



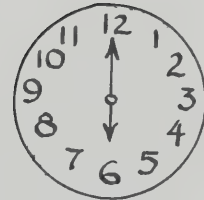
2. It is o'clock.



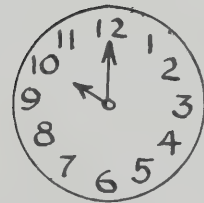
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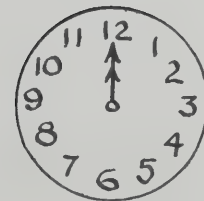
4. It is o'clock.



5. It is o'clock.



6. It is o'clock.



1. TRACE OVER THESE LETTERS.
2. COMPLETE THE PAGE.

M

N

O

P

1. TRACE OVER THESE NUMBERS.
2. COMPLETE THE PAGE.

16

17

18

19

20



LESSON 5

WE EAT DINNER

COPY THE WORDS



DINNER



DINING ROOM



HAM



POTATOES



APPLE PIE



LETTUCE AND TOMATO SALAD

Good evening, dear.
Is dinner ready?
I am hungry.



It is 6:15.
Dinner is ready.
Let's go into the dining room.

What a nice dinner!
I like ham and potatoes.



Please eat the lettuce
and tomato salad first.
I made an apple pie for
dessert.

SUMMARY

It is evening. Mr. Day is hungry. He wants to know if dinner is ready.

It is 6:15. Mrs. Day has dinner ready. She wants them to eat in the dining room.

Mr. Day likes the dinner. There is ham and potatoes. There is a nice lettuce and tomato salad. Mrs. Day made an apple pie for dessert.

ANSWER IN THE AFFIRMATIVE

Example:

1. Is it evening?

Yes, it is evening.

2. Is Mr. Day hungry for dinner?

_____, _____

3. Is dinner ready?

_____, _____

4. Is dinner always ready at 6:15?

_____, _____

5. Will they eat in the dining room?

_____, _____

6. Is there ham and potatoes for dinner?

_____, _____

7. Is there a lettuce and tomato salad?

_____, _____

8. Is there apple pie for dessert?

_____, _____

9. Is this a good dinner?

_____, _____

COMPLETE THE SENTENCE
WITH THE UNDERLINED WORDS

Please eat

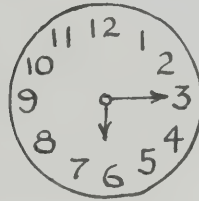
Example:

1. Please eat your dinner.
2. _____ your bacon and eggs.
3. _____ your ham.
4. _____ your potatoes.
5. _____ your lettuce and tomato salad.
6. _____ your apple pie.

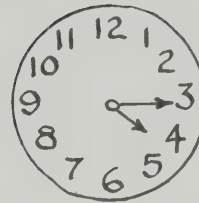
WHAT TIME IS IT?

Example:

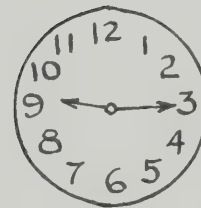
1. It is 6:15.



2. It is ____.



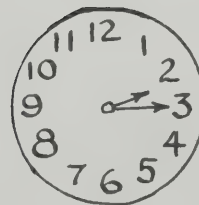
3. It is ____.



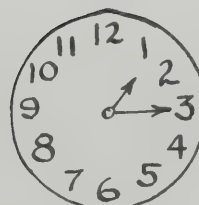
4. It is ____.



5. It is ____.



6. It is ____.



1. TRACE OVER THESE LETTERS.

2. COMPLETE THE PAGE.

Q

R

S

T

1. TRACE OVER THESE NUMBERS.
2. COMPLETE THE PAGE.

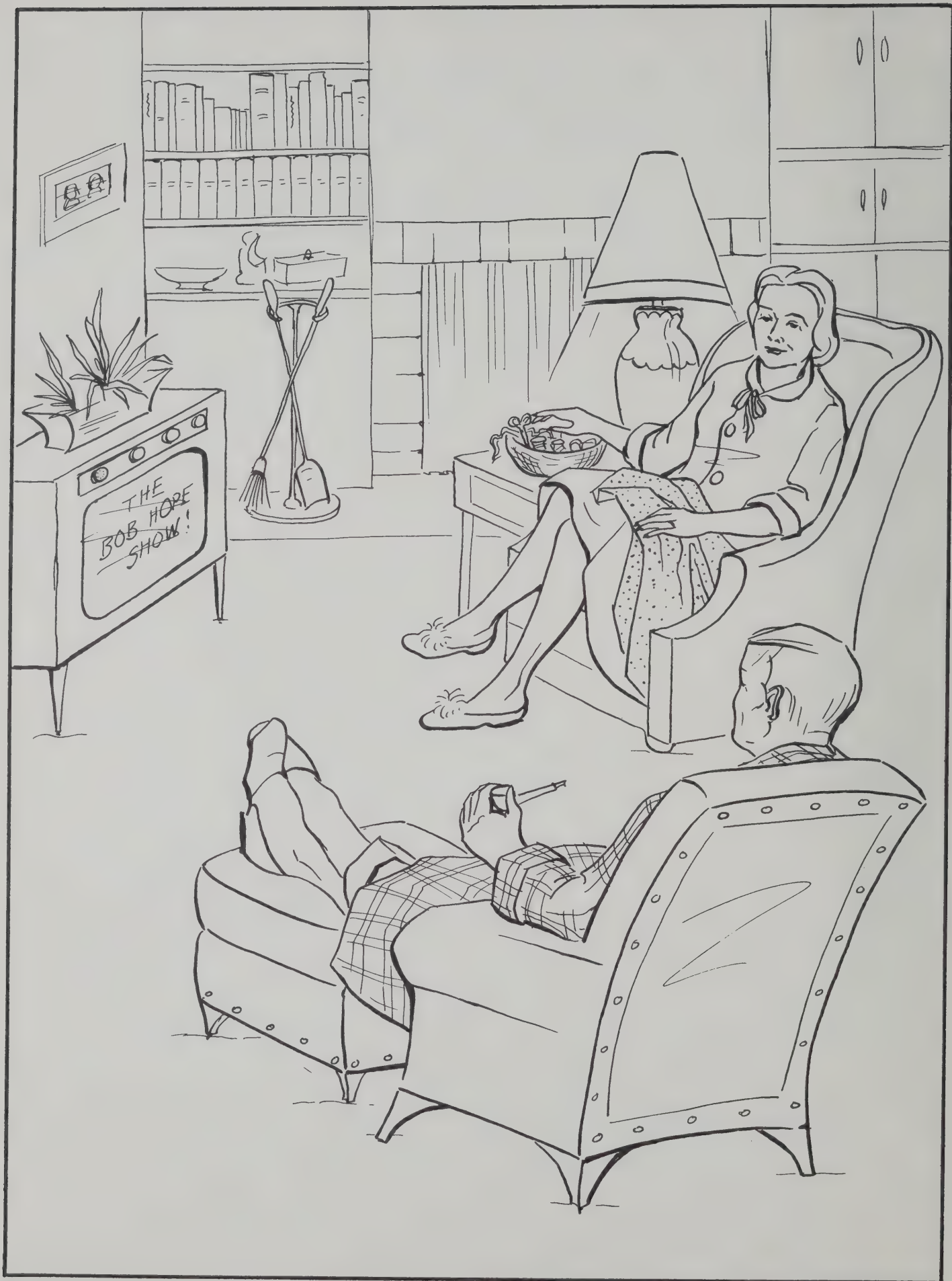
21

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24

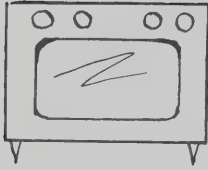
25



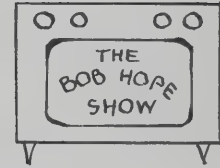
LESSON 6

WE WATCH TV

COPY THE WORDS



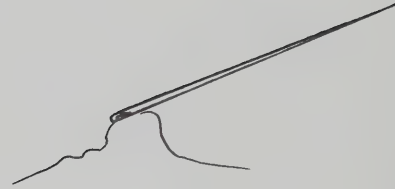
T V



PROGRAM



CHANNEL 5



SEW



DRESS

I am tired tonight.
I worked very hard today.
Let's watch TV.



Is there a good program at 7:30?

Yes.
Bob Hope is on Channel 5.



I will sew my dress.
I like to sew while we watch TV.

SUMMARY

Mr. Day is tired. He worked hard. He wants to sit and watch TV.

There is a good program on Channel 5. Bob Hope is on TV.

Mrs. Day is going to sew her dress. She likes to sew while she watches TV.

ANSWER IN THE AFFIRMATIVE

Example:

1. Is Mr. Day tired?

Yes, Mr. Day is tired.

2. Does David want to watch TV?

_____ , _____

3. Is Bob Hope on TV?

_____ , _____

4. Is he on Channel 5?

_____ , _____

5. Will Mrs. Day sew her dress?

_____ , _____

6. Does she like to sew while watching TV?

_____ , _____

COMPLETE THE SENTENCE
WITH THE UNDERLINED WORDS

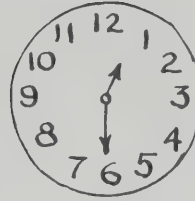
— I like to —

Example:

1. I like to sew.
2. — — — — — watch TV.
3. — — — — — set the table.
4. — — — — — eat my dinner.
5. — — — — — go to work.
6. — — — — — eat my breakfast.

FILL IN CORRECT TIME:

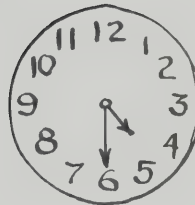
1. It is 12:30.



2. It is ____.



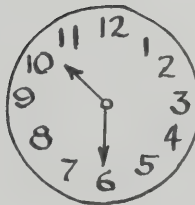
3. It is ____.



4. It is ____.



5. It is ____.



6. It is ____.



1. TRACE OVER THESE LETTERS.
2. COMPLETE THE PAGE.

U

V

W

X

1. TRACE OVER THESE NUMBERS.
2. COMPLETE THE PAGE.

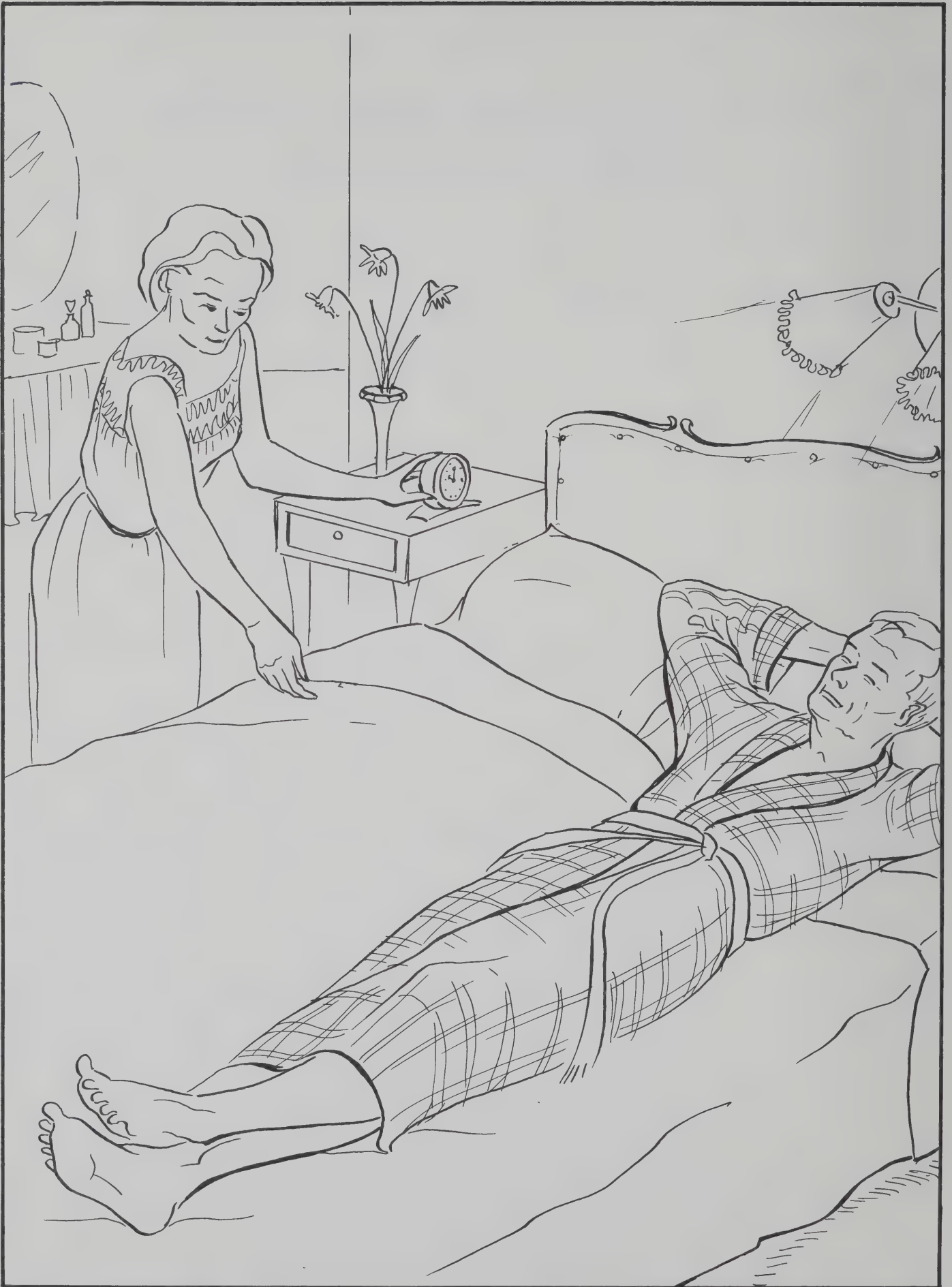
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LESSON 7

WE GO TO BED

COPY THE WORDS



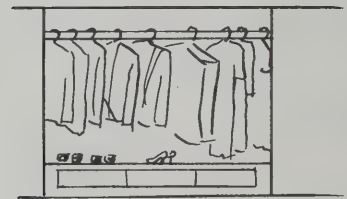
ALARM CLOCK



PAJAMAS



SOCKS



CLOSET

It is 10:45.
I am tired.
I want to go to bed.



Just a minute.
Please set the alarm.
Tomorrow is a workday.

Where are my pajamas?
Do I have clean socks
for tomorrow?



Your pajamas are in the closet.
Yes, you have clean socks.

Goodnight, dear.
You're a wonderful wife!



Thank you my dear.
Goodnight.
Sleep well.

SUMMARY

It is 10:45. Mr. Day is tired.
He wants to go to bed.

Betty will be ready for bed in
a minute. She wants David to set the
alarm.

David wants his pajamas. He
also wants to know if he has clean
socks for tomorrow.

Betty says that his pajamas are
in the closet. He has clean socks for
the next day, too.

ANSWER IN THE AFFIRMATIVE

Example:

1. Is it 10:45?

Yes, It is 10:45.

2. Is Mr. Day tired?

_____, _____

3. Does David want to go to bed?

_____, _____

4. Will Betty be ready in a minute?

_____, _____

5. Does David set the alarm?

_____, _____

6. Does David want his pajamas?

_____, _____

7. Are David's pajamas in the closet?

_____, _____

8. Does David have clean socks?

_____, _____

COMPLETE THE SENTENCE
WITH THE UNDERLINED WORDS

in the yard

Example:

1. There are flowers in the yard.

2. Betty is _____.

3. David is _____.

likes to work

4. Mrs. Day _____ at home.

5. Mr. Day _____ in the yard.

6. Mr. Day _____ in the morning.

wants to

7. Mr. Day _____ water the flowers.

8. Mrs. Day _____ pull weeds.

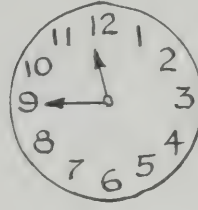
9. Mrs. Day _____ wash the windows.

10. Mr. Day _____ wash the car.

FILL IN THE CORRECT TIME

Example:

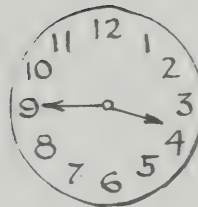
1. It is 12:45.



2. It is ____.



3. It is ____.



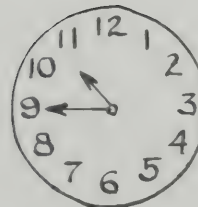
4. It is ____.



5. It is ____.



6. It is ____.



1. TRACE OVER THESE LETTERS.
2. COMPLETE THE PAGE.

Y

Z

1. TRACE OVER THESE NUMBERS.
2. COMPLETE THE PAGE.

31

32

33

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35



3 0112 115436328